Author Index

Baker, N.W. (1993). The effect of portfoliobased instruction on composition students' final examination scores, course grades, and attitudes toward writing. Vol. 27(2), 155–174.

Barone, D. (1993). Wednesday's child: Literacy development of children prenatally exposed to crack or cocaine. Vol. 27(1), 7–45.

Beason, L. (1993). Feedback and revision in writing across the curriculum classes. Vol. 27(4), 395–422.

Berkenkotter, C. (1993). A 'Rhetoric for Naturalistic Inquiry' and the question of genre. Vol. 27(3), 293–304.

Colomb, G.G. (1993). see: Williams, J.M.

Fahnestock, J. (1993). Genre and rhetorical craft. Vol. 27(3), 265–271.

Freedman, A. (1993a). Show and tell? The role of explicit teaching in the learning of new genres. Vol. 27(3), 222–251.

Freedman, A. (1993b). Situating genre: A rejoinder. Vol. 27(3), 272–281.

Greene, S. (1993). The role of task in the development of academic thinking through reading and writing in a college history course. Vol. 27(1), 46–75.

Hancock, M. R. (1993). Exploring the meaning-making process through the content of literature response journals: A case study investigation. Vol. 27(4), 335–368.

Hayes, J.R. (1993). Taking criticism seriously. Vol. 27(3), 305–315.

Larson, R.L. (1993). Competing paradigms for research and evaluation in the teaching of English. Vol. 27(3), 283–292. Larson, R.L., & Saks, A.L. (1993a). Annotated bibliography of research in the teaching of English. Vol. 27(2), 200–214.

Larson, R.L., & Saks, A.L. (1993b). Annotated bibliography of research in the teaching of English. Vol. 27(4), 423–437.

MacArthur, C.A. (1993). see: Stoddard, B. Martinez, M.G., & Teale, W.H. (1993).

Teacher storybook reading style: A comparison of six teachers. Vol. 27(2), 175–199. Morris, D. (1993). The relationship between children's concept of word in text and phoneme awareness in learning to read: A

longitudinal study. Vol. 27(2), 133-154.

Patty, D. (1993). see: Wilkinson, P.A.

Saks, A.L. (1993a, 1993b). see: Larson, R.L. Solsken, J. (1993). The paradigm misfit blues. Vol. 27(3), 316–325.

Stoddard, B., & MacArthur, C.A. (1993). A peer editor strategy: Guiding learning-disabled students in response and revision. Vol. 27(1), 76–103.

Teale, W.H. (1993). sae: Martinez, M.G.

Wilkinson, P.A., & Patty, D. (1993). The effects of sentence combining on the reading comprehension of fourth grade students. Vol. 27(1), 104–125.

Williams, J.M., & Colomb, G.G. (1993). The case for explicit teaching: Why what you don't know won't help you. Vol. 27(3), 252–264.

Winograd, K. (1993). Selected writing behaviors of fifth graders as they composed original mathematics story problems. Vol. 27(4), 369–394.

Subject Index

Bibliographies

Larson, R.L., & Saks, A.L. (1993a) . Annotated bibliography of research in the teaching of English. Vol. 27(2), 200–214.

Larson, R.L., & Saks A.L. (1993b). Annotated bibliography of research in the teaching of English. Vol. 27(4), 423–437.

Language

Barone, D. (1993). Wednesday's child: Literacy development of children prenatally exposed to crack or cocaine. Vol. 27(1), 7– 45.

Morris, D. (1993). The relationship between children's concept of word in text and phoneme awareness in learning to read: A longitudinal study. Vol. 27(2), 133–154.

Wilkinson, P.A., & Patty, D. (1993). The effects of sentence combining on the reading comprehension of fourth grade students. Vol. 27(1), 104–125.

Literature

Hancock, M.R. (1993). Exploring the meaning-making process through the content of literature response journals: A case study investigation. Vol. 27(4), 335–368.

Martinez, M.G., & Teale, W.H. (1993). Teacher storybook reading style: A comparison of six teachers. Vol. 27(2), 175–199.

Researcher Education

Berkenkotter, C. (1993). A 'Rhetoric for Naturalistic Inquiry' and the question of genre. Vol. 27(3), 293–304.

Hayes, J.R. (1993). Taking criticism seriously. Vol. 27(3), 305–315. Larson, R.L. (1993). Competing paradigms for research and evaluation in the teaching of English. Vol. 27(3), 283–292.

Solsken, J. (1993). The paradigm misfit blues. Vol. 27(3), 316–325.

Teacher Education

Fahnestock, J. (1993). Genre and rhetorical craft. Vol. 27(3), 265–271.

Freedman, A. (1993a) . Show and tell? The role of explicit teaching in the learning of new genres. Vol. 27(3), 222–251.

Freedman, A. (1993b). Situating genre: A rejoinder. Vol. 27(3), 272–281.

Williams, J.M., & Colomb, G.G. (1993). The case for explicit teaching: Why what you don't know won't help you. Vol. 27(3), 252-264.

Writing

Baker, N.W. (1993). The effect of portfoliobased instruction on composition students' final examination scores, course grades, and attitudes toward writing. Vol. 27(2), 155–174.

Beason, L. (1993). Feedback and revision in writing across the curriculum classes. Vol.

27(4), 395-422.

Greene, S. (1993). The role of task in the development of academic thinking through reading and writing in a college history class. Vol. 27(1), 45–75.

Stoddard, B., & MacArthur, C.A. (1993). A peer editor strategy: Guiding learning-disabled students in response and revision.

Vol. 27(1), 76-103.

Winograd, K. (1993). Selected writing behaviors of fifth graders as they composed original mathematics story problems. Vol. 27(4), 369–394.

